

## Library Media Specialist Evaluation Performance Standards, Performance Criteria and Descriptive Examples

The six performance standards are defined and further supported by performance criteria. Descriptive examples of what a library media specialist might be doing in order to meet a specific standard are provided. The purpose of the examples is to create a sample picture of what a media center looks like when it meets and when it does not meet the MCPS performance standards. These examples are not provided to suggest that every library media specialist is expected to be doing all or everything that is described in either column. These examples serve as a template against which to evaluate a library media specialist's overall performance on the six performance standards. They are **not** intended to isolate strategies or behaviors in a checklist for assigning a numerical rating to the library media specialist. They define a range of behaviors and provide examples and indicators. The examples that are provided are intentionally designed to reflect a high standard of performance.

**Standard I: Media specialists are committed to the learning community and its success.**

**Performance criteria:**

- A. Media specialists act on the belief that students can learn and master media center outcomes with appropriate accommodations.
- B. Media specialists consult with teachers, counselors, administrators and specialists to appraise student interests, learning levels, and needs.
- C. Media specialists adjust their practices to individual differences of their students.
- D. Media specialists understand how students develop and learn.
- E. Media specialists provide leadership and training in the development of information literacy skills including the abilities to access, evaluate, and use information.
- F. Media specialists support staff and students in developing an appreciation of literature and reading to access information.

Meets standard	Below standard
Promotes reading for personal and academic success and provides appropriate materials in a variety of formats.	Little or no evidence of promoting reading.
Consults and collaborates with teachers, counselors, administrators, other specialists or resource teachers to appraise student interests, learning levels, and needs.	Little or no evidence of consulting or collaborating to assess student needs.
Enables student to access resources and services to support school's instructional program and the student's individual information needs.	Access is less than adequate to support the school's instructional program; students' individual access is limited.
Attends local, state and national training to stay current with advances in the information field.	Attends little or no training.

Meets standard	Below standard
Provides leadership and training to staff in information literacy skills.	Little or no evidence of dissemination of information literacy skills.
Recognizes that appropriate methods of instruction result in student success.	If students do not achieve the objectives, they are “on their own” or made to feel inadequate.
Use instruction and lesson plans that consistently reflect overarching curriculum goals and state and local media learning objectives.	Little or no evidence of attention to overarching goals and state or local media learning goals in instruction and lesson plans.
Holds all students to high standards and expectations using data sources such as lesson plans, examples of student work, and differentiated assignments.	Little or no attention to high standards and expectations for some individuals/groups; student work products suggest low expectations for certain students/groups.
Provides prompt and specific feedback to learners.	Little or no evidence of appropriate feedback to learners.
Use student academic achievement data (proficiency, productivity, equity, quality) to design instructional activities that support academic growth and achievement for all students, regardless of racial/ethnic group membership, gender, or prior educational background and achievement; reflects attention to achievement needs of all students in lesson plans and instruction.	Little or no evidence of consideration of students’ differentiated achievement needs in lesson plans or classroom instruction; little or no evidence that student achievement data (proficiency, productivity, equity, and quality) is used to design appropriate instruction.
Motivates all learners, instills willingness to learn, to try, to persevere; conveys belief that all students can succeed.	Inconsistent patterns of performance among groups of learners; little or no evidence of attention to learners’ differentiated needs.
Enables students to identify their own information needs and select and evaluate relevant materials.	Students have little awareness of the information-seeking process.
Supports learners as they grow and develop educationally and emotionally; answers questions sensitively; and presents a variety of materials that emphasizes the commonality of all people and values different heritages.	Little or no evidence of sensitivity in relating to learners with different needs or those who come from different cultures.
Communicates three messages: “This is important. You can do it. I won’t give up on you.” Learners persevere on tasks and projects.	Little or no evidence of three messages communicated to learners.

**Standard II: Media specialists know the components of the MCPS curriculum and how to teach students to choose and integrate appropriate instructional resources**

**Performance criteria:**

- A. Media specialists understand the content and organization of the curriculum and recognize relationships among subject fields.
- B. Media specialists use flexible scheduling to maximize opportunities for collaboration with staff to make connections to the instructional program.
- C. Media specialists support staff and students in developing an appreciation of literature and reading to access information.
- D. Media specialists demonstrate the role of information literacy in the context of subject area knowledge and convey their knowledge clearly to students.

Meets standard	Below standard
Develops a media center collection of print, non-print, and electronic resources that supports school programs and builds on multiple learning modalities.	Little or no evidence of developing an appropriate media center collection.
Helps learners form links between prior understanding and new knowledge.	Little or no evidence of helping learners form links between prior knowledge and new knowledge.
Checks for learner understanding in a variety of ways and modifies instruction to meet learner needs. Provides opportunities for learners to summarize and reflect on what they have learned, articulate why it is important, and extend their thinking.	Little or no evidence of checking for learner understanding.
Demonstrates working knowledge of curriculum content; continues to pursue knowledge of information literacy, new technologies, and new topics in curriculum development as demonstrated by participation in courses, workshops, and reading and discussions with colleagues.	Little or no evidence of pursuing or sharing knowledge of the curriculum or new technologies.
Provides clear explanations; encourages students to formulate their own explanations using a variety of strategies.	Explanations are limited, vague, or lack coherence; students have limited opportunities to formulate and express ideas and explanations.
Provides a variety of challenging questions; has learners develop and pursue challenging questions.	Learners respond to or develop low level/recall questions.

Meets standard	Below standard
Relates learning activities to instructional goals; reflects overarching curriculum goals in lessons.	Little or no relationship between learning activities and important instructional goals.
Models how to use and organize ideas from multiple sources of information about a subject.	Provides limited modeling of strategies for organizing information.
Models use of organizational schemes such as graphic organizers or other strategies to link ideas and develop understanding.	Little or no evidence of student use of organizational schemes or other strategies to link ideas and develop understanding.
Encourages all learners to use what they have learned in stating hypotheses and conducting research; structures research activities to build on what students have already learned.	Little or no evidence of using prior learning in design of instruction.
Incorporates a variety of instructional materials (including technology) in lessons that build on multiple learning modalities, e.g., visual, auditory, tactile.	Lessons incorporate a limited repertoire of instructional materials that do not address multiple learning modalities.
Works with colleagues to develop interdisciplinary lessons or link learning to real-life applications.	No evidence of working with colleagues to develop interdisciplinary lessons or link learning to real-life applications.

**Standard III: Media specialists are responsible for establishing and managing a comprehensive media program that promotes staff/student learning in a positive environment.**

**Performance criteria:**

- A. Media specialists direct, organize, and supervise the personnel and services essential to a comprehensive school library media program.
- B. Media specialists direct, organize, and supervise resources and facilities essential to a comprehensive school library media program.
- C. Media specialists consult with staff and use multiple selection and evaluation tools to improve the school’s print, non-print, and electronic resources.
- D. Media specialists establish and maintain a school library media center environment that motivates and enables timely student access to the facilities and resources to attain instructional and personal objectives.
- E. Media specialists integrate information literacy skills, technology and research into the teaching and learning process of staff and students.
- F. Media specialists involve students in meaningful learning activities.

Meets standard	Below standard
Organizes library media center facilities to provide appropriate work areas for a variety of activities.	Media center is not organized to support a variety of activities.
Organizes materials and equipment through a system of cataloging, classifying, and indexing that will facilitate accessibility for the user.	User has to search multiple locations to access resources within the building.
Adjusts physical arrangements and/or modifies noise levels in order to provide for a variety of learning styles and activities.	Little or no allocation of space to support a variety of learning styles and activities.
Provides evidence of collection improvement based on current best practices, in collaboration with staff, students, community members, and other media specialists.	Little or no evidence of collaboration with stakeholders as related to collection development.
Deals promptly with behavior that may be detrimental to the health or physical safety of others.	Indecisive in taking action to deal with potential health and safety issues.
Defines, assigns and supervises the duties of library media center staff and volunteers.	Media specialist provides little or no supervision of staff or volunteers.

Meets standard	Below standard
Participates in the evaluation of media support staff (media assistants and media services technicians).	Provides no input in the evaluation process of media support staff.
Communicates with stakeholders about the library media center's guidelines and procedures, services, and new materials.	Limited or no communication with stakeholders.
Manages expenditures from the library media center account and follows the MCPS ordering cycles for materials and supplies.	Inconsistent accounting records and missed deadlines.
Coordinates maintenance and repair of library media center materials and equipment to insure maximum utilization by and safety of students and staff.	Limited or no evidence of work orders having been filed for needed repairs.
Prepares and submits local, state, and federal reports as required.	Does not submit appropriate reports and/or misses deadlines.
Maintains an open, inviting environment in the media center throughout the day.	Little or no evidence of an open inviting environment.
Communicates positive expectations and high standards for all students; varies routines to match group or individual needs.	Climate communicates low standards and/or low expectations for some/many students; routines inflexible.
Manages student behavior positively using a wide repertoire of strategies, such as proximity and alerting to anticipate and prevent potential behavior problems.	Little or no evidence of repertoire of positive behavior management strategies; inappropriate use of punitive actions or language such as sarcasm.
Communicates three messages: "This is important. You can do it. I won't give up on you." Learners persevere on tasks and projects.	Little or no evidence of three messages communicated to learners.

**Standard IV: Media specialists collaborate, plan and utilize evaluation techniques that measure the effectiveness of the comprehensive school library media program for staff and students.**

**Performance criteria:**

- A. Media specialists plan and utilize a variety of evaluation techniques that measure the effectiveness of the school library media program in the context of teaching and learning.
- B. Media specialists adjust components of the program to meet identified needs.
- C. School library media programs support relevant elements of the school improvement plan.
- D. Media specialists evaluate, select and acquire materials and equipment to support the instructional program and meet the varied interests, abilities and maturity levels of the learners.

Meets standard	Below standard
Evaluates instruction jointly with the classroom teacher through planning ongoing assessment and reflection.	Little or no evidence of evaluating instruction with the classroom teacher through planning ongoing assessment and reflection.
Surveys the staff concerning their needs for technology training, software, online, and other electronic resources.	Little or no evidence of surveying the staff concerning their needs for technology training, software, online, and other electronic resources.
Uses formal and informal measures to assess circulation patterns, collection statistics, and library media center usage.	Little or no evidence of using formal and informal measures to assess circulation patterns, collection statistics, and library media center usage.
Regularly evaluates the collection, online resources, and new services to support the curriculum.	Little or no evidence of evaluating the collection, online resources, and new services.
Provides opportunity for administration, staff, students, and the community to evaluate aspects of the media center program.	Little or no evidence of providing opportunity for administration, staff, students, and the community to evaluate aspects of the media center program.
Follows MCPS policies and procedures (MCPS Regulation EDB-RA) for evaluating, selecting and ordering materials and equipment; and regularly communicates these policies and procedures to students, staff, and the community as needed.	Little or no evidence of following MCPS policies and procedures and/or regularly communicating them to others as needed.
Utilizes professional reviewing media selection tools (periodicals and journals) courses of study curriculum guides and subject bibliographies to select instructional materials.	Little or no evidence of utilizing professional reviewing media selection tools.

Meets standard	Below standard
Attends Evaluation and Selection meetings to examine new materials.	Little or no evidence of attending Evaluation and Selection meetings.
Develops cooperatively with students and staff procedures for the evaluation and selection of materials and equipment in the local school.	Little or no evidence of cooperatively developing procedures for the evaluation and selection of materials and equipment.
Assesses the collection with the assistance of the students and staff to identify areas that need development and items that need to be replaced, duplicated, or withdrawn.	Little or no evidence of assessing the collection with others.
Uses a variety of formal and informal assessment formats.	Little or no evidence of using a variety of formal and informal assessment formats. For example, assessment formats usually paper/pencil, based on short answer or recall questions.
Makes accommodations to meet the needs of multiple learning styles or special needs; continually seeks new methods to meet students' needs.	Little or no accommodations made to meet the needs of multiple learning styles or special needs of students.
Incorporates the use of rubrics for assessment.	Little or no evidence of incorporating rubrics.
Articulates clear expectations for learners' performance.	Expectations for learners' performance unclear or not specified.

**Standard V: Media specialists are committed to continuous improvement and professional development.**

**Performance Criteria**

- A. Media specialists continually reflect and appraise the effectiveness of their teaching practices, managerial practices, and instructional program, not only in terms of achieving personal objectives, but also in the context of the total school instructional program.
- B. Media specialists draw upon educational research, resources, and the advice of others whenever possible as they reflect on their practices.
- C. Media specialists are members and facilitators of learning communities.

Meets standard	Below standard
Enhances instructional practice through workshops, collection development, professional organizations, inservice training, information from curriculum specialists, conferences and professional study; tries ideas in own instructional practice at school.	Little or no evidence of enhancing instructional practice.
Solicits and uses feedback from students and modifies instruction accordingly.	Little or no use of feedback from students; may attribute negative feedback to student background characteristics.
Solicits and uses feedback from post-observation conference; reflects on feedback and makes appropriate modifications to lessons.	Little or no use of feedback from post-observation conference; offers excuses rather than acting on changes that could be made.
Keeps up-to-date on current research; modifies instruction based on current research.	Little or no evidence of use of current research in modifying instruction.
Shares with colleagues ways in which instruction could be improved to enhance student learning; observes others' classes; invites others to observe his/her classes; participates in planning and sharing with colleagues.	Little or no interest in collegial interactions; resistant to peer observation, co-teaching, and/or planning activities.
Actively participates in school- or system-wide committees and functions such as curriculum development workshops, instructional materials adoption committees, local, state, or national organizations, conferences, or committees.	Little or no evidence of participation in professional committees, groups, or activities.

**Standard VI: Media specialists exhibit a high degree of professional ethics.**

**Performance Criteria**

- A. Media specialists understand and support the vision of the school system
- B. Media specialists participate as leaders in the educational community.
- C. Media specialists foster constructive attitudes associated with the ethical use of information by members of the school community.
- D. Media specialists understand and communicate to learners the concept of copyright infringement and the ethical issues involved in copyright protection.

Meets standard	Below standard
Has knowledge of and communicates to school community the regulations, policies and other pertinent laws on copyright.	Little or no knowledge of regulations, policies and other pertinent laws on copyright; does not communicate that information to the school community.
Acts in accordance with current regulations, policies, and other pertinent information on copyright laws.	Little or no evidence of acting in accordance with current regulations, policies, and other pertinent information on copyright laws.
Is proactive in providing equitable access to resources and services in the media center; promotes the acceptance and inclusion of everyone in the learning community.	Little or no evidence of providing equitable access to resources and services in the media center; does not promote the acceptance and inclusion of everyone in the learning community.
Upholds current laws and regulations on rights to free-choice reading and use of resources.	Little or no evidence of upholding current laws and regulations on rights to free-choice reading and use of resources.
Keeps the learning community informed of educational trends and developments.	Little or no evidence of keeping the learning community informed of educational trends and developments.
Works with colleagues to analyze and identify ways to achieve school-wide goals and support the mission of the school system.	Little or no evidence of support of school-wide goals and system mission.
Actively participates in development and implementation of local school improvement goals; objectives for student learning reflect local school improvement goals.	Objectives for student learning do not reflect local school improvement goals; little or no evidence of relationship of objectives for student learning to school improvement goals.
Participates or leads in local, state, or national professional organizations; regularly attends meetings as participant.	Little or no participation in local, state, or national organizations and meetings.

Meets standard	Below standard
Participates in educational activities by serving on committees, helping to plan staff meetings or workshops, or taking initiative to share knowledge or expertise with colleagues.	Little or no participation in committee work, professional meetings, etc.; limited or no sharing with colleagues.
Meets professional obligations in a timely fashion: i.e., gets paperwork and reports in on time; starts class on time; has infrequent absences; conscientiously attends to school duties as assigned.	Misses deadlines; often is late to school or leaves early; is frequently absent; often does not attend to school duties as assigned.
Actively participates in and contributes productively to faculty, team, and/or department meetings.	Frequently misses or arrives late to meetings; does not contribute productively to meetings; may push own agenda; does not further the attainment of school, team, or department goals.
Participates in setting goals and implementing school-wide plans for student behavior; helps formulate proactive discipline plans consistent with school goals for suspension and referral; has behavior management plan for his/her own students.	Little or no evidence of participation in school-wide goals for student behavior and discipline plans; does not have a behavior management plan for his/her students.